

The Classical Outlook

CONTINUING LATIN NOTES

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NUMBER 1

LATIN LIVES IN WASHINGTON, D. C.

By ERMYNTRUDE V. STEARNS
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BECAUSE Washington has an enviable record in the fact that since 1931 the percentage of pupils taking Latin in the District of Columbia has increased more rapidly than has the high school population as a whole, the teachers of the junior and senior high schools in this city have been asked to present the reasons which they believe are responsible for this growth.

This effort on our part has not been without benefit to our own department; for we found that in analyzing our attitudes and techniques we clarified them for ourselves, and discovered how unified were our own beliefs. This unanimity of effort, we feel, is no small element in our success.

The teachers of the junior high schools and of the senior high schools met separately in weekly meetings for one month. Each group discussed and listed what it believed to be the elements of successful teaching of Latin. At the end of that time a small committee from each group met to combine ideas. While there were slight differences in approach, the essential elements were found to be the same. This paper is the result of those findings.

Let us start our self-analysis with the teacher. The Latin teacher is primarily interested in teaching his pupils to read Latin. However, he must look for the largest number of values that Latin may have in other educational experiences of his pupils, and he must teach his pupils how to apply Latin to other situations. He knows that the vitality of his subject depends upon the number of roots which it sends into the life of the pupil. The good teacher will believe devoutly that Latin is indeed the core of the curriculum, clarifying mathematics and science through its vocabulary basis, stimulating the social sciences through the ageless problems of the people who spoke it, and acting as a linguistic base for the study of other languages. Just as in ancient times all roads led to Rome, so in a modern school all subjects are related directly or indirectly to Latin.

The good teacher will realize also that the subject must be kept within the pupil's range. It must be based on experiences he has had, and taught in language which he understands, beginning at that place

where the pupil finds himself when he enters the Latin class.

The teacher must be a guide, not a dictator; must be sympathetic, yet positive. A good teacher will create a classroom atmosphere in which there is freedom from restraint, and in which learning is pleasant but not effortless. His job is to direct reading, diagnose difficulties, and stimulate activities.

Requisite No. 1, then, for successful teaching, is a teacher who (a) is dedicated to the belief that Latin is a very necessary part of any course of study; (b) meets his pupils on ground they understand, and directs them in their growth from that place; (c) creates a classroom atmosphere which is pleasant, but which has purposeful activity.

Into the classroom of such a teacher comes the pupil. He has elected Latin because he feels that it will satisfy a linguistic need. In the classroom he will have an attitude of friendliness toward the teacher, and a feeling of confidence in her. The skillful teacher will give the pupil a feeling of responsibility for class progress, and a feeling of tolerance for the slower pupil. By helping someone else a pupil is made to feel that he contributes something to a class; and very soon the realization dawns that a class in which he participates is one which he enjoys.

The enjoyment of the pupil arises from

activity on his part; but his interest is sustained through the subject matter itself. We use the same material which all Latin teachers use in interesting him in the Latin words in his own speech, in word families, in the making of new words in English, etc.

Requisite No. 2 in our analysis is for pupils who (a) are quickly oriented because of a pleasant workshop with a teacher guide; (b) are early conscious of their responsibility for class progress; and (c) find in Latin the answer to their linguistic needs.

Progressing with interest in new word-experience is interest in the content of the Latin course. Here again we employ the same material commonly used—stories of real and mythological heroes in the first year, and Caesar, Cicero, and Vergil in later years. Recently, as an experiment, some classes used a simplified form of Livy's story of the Hannibalic War, prepared by one of the teachers in the department.

This varied material is combined by careful planning into daily lessons. No one lesson should be all translation nor all vocabulary, nor all drill; each lesson should be a skillful blending of all three.

Translation from the Latin is the basis of most lessons. Since from the first day the pupil learns that his main purpose is to read and understand Latin, all new

"ORPHEUS" AT PUBLIC SCHOOL 66, BRONX, NEW YORK CITY

Courtesy of the New York Sun



material is met in this way. The Latin is first read aloud in meaningful form by teacher or pupils in chorus. We stress the reading of Latin aloud, since we know that it is a very real help in improving English enunciation. Since a pupil reads aloud more intelligently when he knows what he is reading, usually we do not have the Latin read aloud by an individual pupil until it has been thoroughly understood.

After the story has been read in Latin, it is translated at sight, in the Latin order, with the teacher serving as a guide for meanings of new words or forms which the context does not help to solve. As far back as 1893 the Committee on Secondary School Studies encouraged reading and understanding Latin in the Latin order as the proper procedure. This still proves to be the only successful way to read it. During the reading, the teacher may give such "helpful hints" as "Stop at verb forms and summarize what you have read" or "Remember how to translate a relative pronoun when it is the first word in a sentence." After this, the teacher may ask a comprehension question or two concerning what has been read. Sometimes these questions may be phrased in English, but more often they are in Latin. They frequently require an answer on some point of review syntax which must be driven home often. When the new story has been worked over carefully in this way, perhaps all of it, or perhaps just a sentence or two, is made a part of the next day's assignment, to be polished into good English and read to the class. When this is read next day, the pupils are taught that it is their responsibility to correct errors, suggest better English, ask questions to clarify the passage, and take the initiative in discussion.

From the story comes the new vocabulary. Perhaps with books closed, the teacher may dictate new words for pupils to try to recall, or mention English derivatives which have come from words met in the lesson. Some students keep vocabulary notebooks in which they write "teasers" or words which they wish to study. No opportunity is lost to call attention to words which fit into a group, such as compounds of *facio*, or verbs with similar prefixes, or words which fit into a family such as *regnum*, *regina*, *rex*, *regia*, *rego*. Vocabulary is stressed as a necessary tool which must be mastered for successful translation.

Just as the study of vocabulary must be motivated and directed, so all drill must be functional. Psychologists tell us that work which is understood can be mastered in 3.7 repetitions, while isolated facts not understood require 89 repetitions for mastery. A pupil should seldom be asked to give the pluperfect tense of *facio*, but should be asked to say "I have done" or "he had made." English is

translated into Latin by phrases, seldom by single words, and seldom by "Give the dative case of *amicus*." Purpose clauses are drilled upon with the aid of such questions as "Quo consilio Caesar legatos Romam misit?" rather than "How does Latin express purpose?" Any drill except that which is meaningful is discouraged. A parroting of forms is merely lip practice.

The assignment grows out of class problems. In order to be effective it must be an activity of some sort. If possible the assignment should be drill on some problem arising from the day's work. If none seems to be present, a review problem may be considered, or something on which the pupils themselves feel they need further drill. Whenever feasible we try in the assignment to make allowance for individual differences. Some such directions as "Those who have extra time

test. Less energy consumed by the teacher in correction leaves more energy for vitalized teaching. Tests take the form of comprehension questions, such as "Quid Iasoni faciendum est," or sentence sight translations, or even sometimes isolated forms of a new verb. In this type of test, the principal parts of the new verb are put on the board, with a list of forms to be translated, such as "he will obtain," "they must obtain," etc.

Sometimes a test takes the form of derivatives the meanings of which are to be deduced, or perhaps a list of English words the Latin origin of which is to be given. Multiple choice tests are popular, especially for derivatives. Some teachers give a "Have your papers ready test," in which the pupils are informed beforehand what form the test will take, and arrive ready to begin.

When a new unit has been studied—a new declension, a new tense, a new point of syntax—the pupils may be warned to be ready at any time for a mastery test on it. On a mastery test a pupil receives A or F. If he has not mastered the point in hand, he must re-study and take another test at some later date.

However, this is not enough to establish permanently the material that has been learned. In order to provide constant review, cumulative sight tests are given at regular intervals. They include at first merely drill on distinguishing subjects from objects. Then various verb-forms are included, and other details are added, on to the ablative absolute and indirect statement. These papers are graded strictly.

The testing program may be described, then, as (a) many short tests on the subject being studied; (b) tests for mastery at the end of each study unit; (c) longer cumulative sight tests at intervals, as a final check on mastery.

During all of the testing program the pupil is encouraged to evaluate his progress. He is encouraged to keep a record of his own grades. He is frequently commended on a better mark than one received earlier, or reminded that he has not mastered a new unit as well as an earlier one, as shown by his lower grades. Some teachers promote competition between rows or teams to encourage group cooperation, but never is a pupil criticized because he has not done as well as someone else.

In the report of the District of Columbia Committee on Curriculum Revision, technique has been defined as "the manner in which a teacher guides his children to purposeful and worth-while learning." By no means the least important phase of our technique is the use of the inexhaustible Roman heritage for enrichment.

In the junior high school, mythology is studied wherever possible. Roman gods and goddesses, Roman ideas of religion,

RETORT CLASSICAL

On Being Invited to Contribute to
The American Classical League

[By R. A. P.]

"Vestra," ais mihi, "causa tota
nostra est"—

Quare habe tibi quicquid hoc peculi,
Quod libens ego tradidi huic papyro.
"Plenu'st sacculus" autem "ara-
nearum," ut

Verbis utar ego his Catullianis;
Nam me tempora pessimique mores
Huius saeculi in aspera irruentis
Ad tirocinium atque saeva bella
Insontem arripient et innocentem!

Vale!

in the Latin allotment for tonight may read further in the story," or "Write a sentence about school using the new construction we learned today," or perhaps "Look up something in the school library on the unit we are studying" may be given. We try never to make an assignment which does not have some inherent interest for the pupil, or an assignment which is deadly because it is mere memory work. There are, of course, some things which must be learned, such as "Utor, fruor, fungor etc., take the ablative," but such work as this can be done in class and then clinched in the homework by sentences exemplifying these verbs.

Tests are usually short ones, frequently given. Often they are surprise tests. There is less strain on the part of the pupil and a more accurate account of what has really been mastered if there is no time "to cram." Then, too, the burden of correction is less on a short

G. L. McCarty
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This department is designed as a clearing-house of ideas for classroom teachers. Teachers of Latin and Greek are invited to send in any ideas, suggestions, or teaching devices which they have found to be helpful.

"I INVADÉD BRITAIN"

MISS BERNICE S. ENGLE, of Central High School, Omaha, Nebraska, sends in a full page from the magazine section of the Omaha World-Herald for Sunday, March 23, 1941, which illustrates excellent cooperation between editors of the paper and high school students. Under the heading, "I Invaded Britain, by Julius Cæsar," the feature contains good translations of pertinent passages of the *Commentaries* by R.O.T.C. boys of Central High School, Omaha, and a short article by Max Coffey, of the newspaper staff, entitled, "Hitler's Method of Invasion Probably on Cæsar's Pattern." The page is illustrated luridly with a sketch by a modern artist, and also with pictures from the second-year Latin textbook used in the high school. Other high school teachers might be interested in doing something of the sort in their local papers.

COOPERATION WITH THE ENGLISH DEPARTMENT

Miss Irene M. Campbell, of Jefferson High School, Portland, Oregon, has sent in a copy of a new test on Latin derivatives in English, made by Portland teachers of Latin and of English, cooperating. Such collaboration is very worth while. The test is of the multiple-choice type, with four choices for each derivative. Examples are:

- "1. Catch the *abductor*. (1) forger; (2) kidnaper; (3) liar; (4) murderer."
"2. Excellent in *aquatic* sports. (1) competitive; (2) acrobatic; (3) rowing; (4) water."

ON TEACHING GENDER

Miss Margaret Scarseth, of the Community High School, Sycamore, Ill., writes:

"When the matter of gender of nouns first arises in beginners' Latin, have the pupils write down and memorize this rule: 'All nouns denoting males are masculine—*agricola, puer, rex*; all nouns denoting females are feminine—*puella, filia, soror*; nouns denoting neither males nor females, are masculine, feminine, or neuter.' After this amazing fact is perfectly clear to all, the class may be told that *within this third group just defined*, words like *rosa* are feminine, words like *animus* are masculine, and words like *templum* are neuter; and that others must be memorized as they occur in the word lists."

connections between ancient mythology and modern civilization, are all a part of the regular course of study.

Derivatives are studied in a practical way; for example, we say to our pupils "Take the editorial page of a newspaper and find the Latin derivatives," or "How many derivatives of Latin words can you find in these headlines?" or perhaps "Why do you understand a *lateral* football pass better when you know Latin?"

In the senior high school, in addition to derivative study there is emphasis on social problems. We say, "Why did the dole become necessary in Rome?" "How may we compare the agrarian problems of the Romans with those of our own day?" etc.

Wherever there is opportunity, we always take time for background enrichment, because we believe that in this way we not only make Latin alive for our own students, but we also interest others in electing it.

Requisite No. 3, then, is a program which presents (a) all new material in Latin read aloud in the Latin order; (b) only functional drill; (c) assignments which grow out of classwork, and which require active participation on the part of the pupil; (d) a testing program which emphasizes cumulative progress and self-evaluation; (e) enrichment which is cultural but at the same time practical in its training for meeting life situations.

Having discussed our attitudes and techniques, perhaps we should pause now "for a look at the record." With this method of teaching, the figures for 1939 showed that in nine years the Latin department in Washington had increased 39.7%, which is 6.9% over the increase in the school population. In the quantity of our students, then, we have definitely shown progress. Last year a group of one hundred of our students, of I.Q. from 95 to 125, were given the Cooperative Latin Tests and came out well above the national norm. The students from our city who have taken college board examinations likewise have given creditable

performances. This seems to indicate that our quality has not suffered.

In all students we feel that we have made a definite contribution to better citizenship by stressing such habits as self-evaluation, accuracy, tenacity, intellectual curiosity, and a democratic way of living, through class procedures.

Our problems, however, are not all solved. Many of us feel that our emphasis has been so strong on Latin for all the people that we have neglected complete development of the superior student. This, we realize, is a mistake in a democracy where leaders must be developed from the masses.

On the other hand, we are hindered by a lack of decision concerning the place to drop inept students. While Latin is considered an exploratory course in the junior high school, under the present set-up a student is very definitely hindered if he does not continue his Latin for two years after electing it. During this time the pupil has been handicapped by his inability to enter other courses for which he may be better fitted.

Our goals are not in sight as yet and there are problems which make the way rough; but we are convinced that we have set our feet on the path of progress, and there is not one of us who does not know in his heart that Latin lives in Washington, D. C.

WHAT IS IT?

Professor Clyde Pharr, of Vanderbilt University, passes on the following curiosity. It is said to be an inscription on a stone post in a small Southern town. Latin classes have struggled diligently to interpret it. At the top of the stone is a round hole, and then the letters:

T O T I
E M U L
E S T O

Try it on your Latin class.
Solution on page 9.

A VETERAN LATIN CLUB

Mr. T. P. O'Loughlin, of Erasmus Hall High School, Brooklyn, N. Y., writes of the activities of a veteran Latin club, *Classica Sodalitas*, which is now over twenty years old. Membership is restricted to decidedly superior students. Meetings are weekly. Programs during the past year included an address by a member of the history department, on the value of Latin for history students; an illustrated talk on Greece; a talk on "The Romance of Words," by the chairman of the German department; an "Information Please" program; an illustrated talk on Sicily; a similar one on France; and a program on "Latin as a Key to Modern Languages." In a school-wide quiz contest, the club ranked highest; and last year members of the club won seven medals in city-wide contests. The club publishes a paper, and keeps a strikingly good bulletin board.

A ROMAN BANQUET

Miss Helene Wilson, of the Dearborn (Mich.) High School, sends in newspaper clippings, photographs, and favors commemorating an ambitious Roman banquet staged at the high school last spring. The occasion of the feast was the wedding of Cicero's daughter, Tullia. The bridal party and guests alike wore Roman costume. The wedding was staged with all proper ceremonies carefully observed, including the taking of the auspices with a coopful of "sacred" chickens. Decorations were accurate copies of Pompeian murals. Doric columns, statuettes, reliefs, and clay Lares, made by students. Menus were in the form of scrolls, lettered in Latin. The program included dances, a game of chance between two soldiers, and the opening lines of Cicero's first oration against Catiline, delivered in Latin. Colored motion pictures of the affair were taken. Particularly effective in these was the bringing in of a whole roast pig, by two "slaves."

INCENTIVES

Sister M. Concepta McCabe, R.S.M., of Mt. St. Mary's Academy, Little Rock, Ark., writes of plans to improve the quality of work in her Latin classes. In both second-year classes two teams have been organized, each having a captain who keeps score for the team. In one class, the teams are called, respectively, "Sumus Summae" and "Sumus Meliores Summi." In the other section the teams are the "Patricians" and the "Plebeians." Sister M. Concepta writes: "On the charts only perfect scores are recorded; that is, a student rates a score only if the entire assignment, written and oral, is correct. At the end of a month, the losers treat the winners. The device has made the girls excellent critics of their own as well as others' work. The capable students have voluntarily undertaken the task of coaching the weaker ones who were low-

ering the score of the team." The same school gives a gold key to students who maintain a B average in Latin over a period of four years. Classes in the school begin their work daily with the Pledge to the Flag in Latin, and sometimes also with a Latin version of "God Bless America." Once in the year the classes play "Bingo," with all numerals called in Latin.

A LINGUISTIC PROBLEM

Dr. John F. Gummere, of the William Penn Charter School, Philadelphia, Pa., calls attention to the fact that one of the questions most frequently asked by teachers at round tables, institutes, etc., and in teachers' courses, is, "Is the final -i of *mihi, tibi, sibi*, long or short? In the first book of the *Aeneid*, we find *mihi* in line 67 with long final -i; in line 77, with short final -i." Dr. Gummere's answer to the question is as follows:

"If, in a two-syllable Latin word of common use, the first syllable is short, the vowel of the second syllable, though originally long, may also become short. In the words cited, the final -i of the dative singular, originally long, is often found to be short. The principle of shortening a long final vowel in such words is called 'iambic shortening.' It accounts for the short final -e of *male* and *bene* (compare other adverbs of similar formation where the final -e is long — *longe, alte*, etc.) Observe that *ambo*, with long first syllable, has kept its final long -o; but *duo*, with short first syllable, is found with short final -o."



THE BOSTON MEETING

The twenty-third annual meeting of the American Classical League was held in Boston, on June 30, July 1 and 2, 1941, in connection with the annual meeting of the National Education Association.

The opening session, on the afternoon of June 30, was a joint meeting with the Department of Secondary Education. It was followed by a section meeting, under the chairmanship of Thornton Jenkins, Headmaster of the Malden (Mass.) High School, to discuss the general topic, "What Lies Ahead for Secondary Education." Papers presented were: "The Mission of the Classics in Modern Education," by Professor Robert Ulich, of the Graduate School of Education of Harvard University; "Latin as an Indispensable Aid to Progressive Education," by Edna White, of Dickinson High School, Jersey City, N. J.; "News from the American Classical League Service Bureau," by Dorothy Park Latta, Director of the Service Bureau. An address of welcome was given by Walter F. Downey, Commissioner of Education of Massachu-

setts, and informal talks by Donald Du Shane, President of the N.E.A., and Dean Francis T. Spaulding, of the School of Education of Harvard University. The meeting closed after a spirited discussion led by Professor Mary B. McElwain, of Smith College, and Cecil T. Derry, of the Cambridge (Mass.) High and Latin School.

The second session, on July 1, was under the chairmanship of Professor E. K. Rand, of Harvard University. With speakers and audience alike almost in a state of collapse as a result of the excessive heat, the following program was nevertheless well presented: Presidential Address, B. L. Ullman, University of Chicago; "Horace as Translated," by Henry Harmon Chamberlin, Worcester, Mass.; "Biformis Vates," by Professor A. H. Rice, of Boston University; "The Practice of Law as a Public Service in Ancient Rome," by Professor Clyde Pharr, of Vanderbilt University; "Latin as a Vital Factor in the Junior High School Years," by James P. McCarthy, of Shady Hill School, Cambridge, Mass.; "Latin from the Viewpoint of the Secondary Education Board," by J. Appleton Thayer, of St. Paul's School, Concord, N. H.

At the annual dinner on the evening of July 1, President Ullman, as toastmaster, introduced the following speakers: Robert M. Green, M.D., member of the Classical Club of Greater Boston, who read an original Latin poem; Professor Charles B. Gulick, of Harvard University, who spoke on "Varia;" and Professor T. Leslie Shear, of Princeton University, who gave an illustrated talk on "Ten Years' Excavation in the Athenian Agora." Because of the illness of Dr. Fred B. Lund, Mr. George A. Land read Dr. Lund's paper, "Classics for the Business and Professional Man."

The final session, on July 2, was presided over by President Ullman. Papers read were: "Problems of Junior High School Latin," by Dorothy V. Sylvester, of Weeks Junior High School, Newton Center, Mass.; "The Classics in Teachers' Colleges," by Francis L. Jones, State Teachers College, Worcester, Mass.; "The Renaissance of Greek," by Melvin W. Mansur, St. Mark's School, Southborough, Mass.; "Classical Tradition in the Jesuit Liberal Arts College," by Rev. Stephen A. Mulcahy, S. J., of Boston College; and "The Classics as Fact," by Professor William F. Wyatt, of Tufts College.

At a meeting of the League Council, held on July 1, several important matters were discussed. It was pointed out that there is a real shortage of teachers of Latin in various parts of the country, and the suggestion was made that the League encourage more students in colleges and universities to prepare for the teaching of Latin. The Committee on Public Rela-

tions reported great progress in getting articles of interest to classicists published in newspapers all over the country. The emergency caused by the withdrawal from the League of office space formerly given free by New York University was put into the hands of a committee; this committee subsequently secured rented quarters in a loft building in New York City, to be used until permanent quarters may be obtained in a university. The committee on a language-centered curriculum reported that an experiment will be begun in the William Penn Charter School this fall. President Ullman reported that a League committee has contributed a chapter to the report of the National Committee on Cooperative Curriculum Planning, which will be published soon.

Much of the success of the Boston meeting is due to Richard M. Gummere, of Harvard University, chairman of the program committee, and to George A. Land, of Newton High School, Newtonville, Mass., chairman of the local committee, and his corps of assistants.

The 1942 meeting will be held in Denver, Colorado.

FOR DEFENSE

By B. L. ULLMAN
University of Chicago

(Note: This paper was Professor Ullman's presidential address to the American Classical League, delivered July 1, 1941, in Cambridge.)

THE AMERICAN CLASSICAL LEAGUE was born in 1918 in the midst of a declared war; today it is meeting in the midst of an undeclared war. It comes by its militant nature honestly, for it is a militant organization, fighting for the classics and their place in our educational system. It has learned, however, that it is sometimes more effective to fight peacefully, so to speak. One of its chief activities is to weld together its more than 4000 members; another to improve Latin teaching in our schools and thus enable it to defend itself more effectively; still another is to show the public how important classical study is. When some sniper shoots at the classics we sometimes answer, but generally we prefer to show the world what we are doing, and let it judge for itself. We do not forget to enlist the youth, for we have among high school students what may be called our Boy and Girl Scouts to the number of 12,400, enrolled in the Junior Classical League.

In times like the present, when matters more immediate even than that of preserving our heritage demand our attention, the problems of organizations like ours are greatly increased. Obviously the first duty of all of us is to do what we can for our national defense, and defense needs must come first. This means that the League's income may be impaired to some

extent, though at the moment our condition is highly satisfactory, so far as our regular activities are concerned, even if we cannot do all the things that we should like to do and which it is important to do. In one way we are already war casualties; at the moment we are homeless refugees, for New York University, which has been so hospitable to us for many years, has been constrained by circumstances arising indirectly out of the war to notify us that we must leave its sheltering roof. We have sought a temporary shelter not far from New York University, and that institution is kindly permitting us to retain our former address for the time being. If there be any who would receive us, we should be happy to consider an invitation.

But far more important than such matters is the greater absorption of everyone in the problem of preserving our national welfare and existence, with the consequent diminution of interest in the classics and the humanities in general. It is even possible that the enemies of the classics might seize the occasion, in the name of patriotism, to weaken the position of the classics in the schools. We must be on the alert to meet this challenge. At the same time we should not remain behind a Maginot Line waiting for attack. We can still urge the importance of our classical heritage in the civilization that we are trying to protect.

Even in these parlous days the League is not merely on the defensive. We hear a great deal nowadays about the core curriculum in the high school, with its emphasis on social science and its more or less open hostility to the languages, especially Latin.

"Instead of wondering how we language teachers can find a little unpretentious home on the outskirts of the core curriculum, why don't we insist on schools in which languages are the core curriculum? Why not at least start an experimental school in which that procedure be tried? I am positive that we could easily find a score or more schools already established which would welcome experimentation with a core curriculum consisting of one or more foreign languages. They would welcome it because they know that the experiment would be successful, that they would have the advantage and the credit of being both essentialists and progressivists."

When I issued this challenge last autumn it struck responsive chords. Since then I have been considering the possibility of a project of this sort in which Latin and a modern language would make up the core curriculum. Most if not all of the required English would be handled with the Latin. So would ancient history, of course, and some other social science materials. The modern languages, French and Spanish, would be treated as the

daughters of Latin that they are, and would be taught with constant reference to their Latin source, if indeed not right with it. Natural sciences would, of course, be elective outside of the core, but even here Latin could be of help, for Lucretius provides some remarkably pertinent material on the two most important contributions of science to general education, namely, the constitution of matter and the theory of organic evolution.

Now, to set up a proper experiment in ten to twenty schools over a period of five to six years, with due attention to the evaluation of the results, will not be inexpensive; but I hope that in the next year or two funds can be found to carry on this project, which would, I think, be a worthy successor of the Classical Investigation. In the meantime, experimentation on a small scale can, I believe, be carried on without expense. I am authorized to say that the William Penn Charter School of Philadelphia is planning to engage in such an experiment.

A few weeks ago I read a newspaper correspondent's statement that the countries of South America were not impressed by our movie stars who have gone down there on good will tours. Our neighbors to the south are more cynical and sophisticated, apparently, than many of our countrymen. South America, it was stated, would be more interested in visits from literary men, artists, and educators.

About the same time I chanced to be looking over a popular Portuguese grammar published in Brazil. I was struck by the amount of space devoted to Latin and the Roman world as a necessary background for Portuguese. I realized that the Brazilian is aware of his cultural and linguistic heritage. Then I recalled the visits paid me by two classical scholars in recent months—a charming Jesuit professor from Ecuador and an alert classicist from Colombia. The thought came to me that one of the ties between us and our Latin-American friends is our common Latin culture. Perhaps the South American countries have been wiser in sending their classical professors than we in sending our movie stars. I can imagine that our State Department might think a bit queer the suggestion to send American classicists on a good will tour of South America. And how the business tycoons would snort! But really and truly, I think the idea has merit.

Years ago I taught at an institution at which various matters were referred to me by the president's office, matters which seemed to be outside my bailiwick. Finally I discovered that all these matters dealt with Latin-America; and was I not the professor of Latin? I quickly put the office to rights; but I have been thinking lately that perhaps we Latinists should be more interested in Latin-America, as we have been in Latin-Italy and Latin-

France. And, *per contra*, is it too extravagant to ask the world to look to us, at least occasionally, for the thought and culture that should unify much of the world? One touch of ancient Rome makes the whole world kin.



STORIED DUST

By E. M. BLAICKLOCK

University College, Auckland, New Zealand

GENERAL BALBO, the ill-fated governor of Libya who died somewhat mysteriously not so long ago, was a romantic. He liked ruins. Overlooking the tumbled sea of white stones and broken columns which was once the busy city of Cyrene, he built himself a villa. From its great windows he could gaze in the moonlight on the bones of a city twenty-six centuries old, and reflect that Greek spades were busy in the Libyan sand when Rome was a collection of huts on a few low hills by the Tiber, and Germany a mighty forest where the aurochs roamed, and blond savages raided from their oak stockades.

In those ancient days, when the foundations of Balbo's ruined town were being laid, Greece was writing one of the finest chapters of her history. It was a tale of colonization, and at building new homes in foreign lands the people of the rugged little peninsula excelled. They built Marseilles, they settled in the Crimea. They occupied Corsica and Sicily, and, if ancient possession establishes a claim, they have rights over Naples, Taranto, and other parts of Southern Italy, colonized in ancient days. Africa they shared with the Phoenicians. Near the modern Bizerta and Tunis stood Carthage, once a colony of Tyre, the Phoenician port on the coast of Syria; and from Carthage the swarthy merchants, who were later to clash with Rome, worked east and west. Their trading stations, according to one of the most ancient documents of exploration, stretched to the Gold Coast. Equally reliable evidence suggests that they had circumnavigated Africa by the sixth century before Christ. They saw something of the romantic trade with Tarshish or India, pioneered by their parent town of Tyre, and Solomon, King of Israel, whose ships came from Ophir with gold, and from Tarshish "with ivory and apes and peacocks." (Masfield, you may remember, stole the cargo and gave it to inland Nineveh.) Along the northern African coast the Phoenician trading stations ran to El Agheila, 'round the great bay east of Tripoli. There began the colonies of the Greeks. Bengasi, Barca, Apollonia, Derna, Tobruk, not to mention Alexandria itself, were their cities.

Among the ruins in the view from Balbo's windows were the long foundation stones of a temple to Apollo. Around its first building, and the founding of the

town of which it was the religious center, is a curious story. It was the middle of the seventh century before Christ when a party of Greeks decided to go colonizing to Libya. Battus, their chosen leader, went to Delphi for sailing orders. Apollo appears to have been a trifle vague about African geography, but to have played for safety with the common knowledge that it is by way of being a thirsty continent. "Go," he told Battus, "and found a colony between two waters." Doing his best with the directions, Battus chose the barren little island of Platea, in the Gulf of Bomba, where Graziani, in his happier days, used to keep his seaplanes. The colony failed. Then Battus enlisted native Libyan guides to find the mysterious place "between two waters." Marching watchfully westward, over the route which the Army of the Nile has taken in its historic "swoops and scoops," to quote Mr. Churchill, the Greeks came one day to a ridge from which natural springs burst in all directions. Here they founded Cyrene, Balbo's ruin. Nearby on the coast they built the port of Apollonia, in honor of the god who had so ably guided them. Perhaps the priests at Delphi smiled. The colonists built Apollo a temple, too; and in a cave beneath, if we can judge by the mass of inscribed prayers on plaques and votive tablets, an enterprising priesthood, perhaps in the Delphi secret, set up a center of oracles and divine healing, and commercialized miracles.

The African colony flourished. Barca, modern Barce, graveyard of Italian 'planes, grew unobtrusively eighty miles away. So, too, did Derna. On the splendid eastern harbor of Libya, a port grew up on the site of modern Tobruk, to provide an outlet for the trade of the mysterious hinterland which flowed north along the oases, until Alexander the conqueror built Alexandria, and the caravans laden with the products of the tropics learned to follow the green valley of the Nile to the superb new port with the mighty lighthouse.

About the interior, the Greeks of Cyrenaica betrayed little curiosity, insatiable explorers though they were when they could travel on shipboard. There is, however, one story in Herodotus of young men who had struggled back north to Libya from the terrible south. They told how they had crossed vast swamps and deserts, seeking the sources of the Nile. At last they had found pygmies, and a river full of crocodiles. The river, however, was flowing to the west. Could it, they wondered, be the Nile? With our knowledge of Africa, we know that they had found the Niger. This is the only story of the Greeks' exploration into the hinterland of Africa, the coast of which they made so thoroughly their own. It is good that their one great venture was a bold one.

Battus' family ruled for two hundred years. The most notable event during this time was an attack from Egypt. It is therefore historically incorrect to say that Libya has never been attacked from the east. Natives, jealous of the Greeks, had appealed to Pharaoh, and, doubtless with virtuous talk about freeing oppressed minorities, the Egyptian set his forces in motion. Whether the attack came by the Wavell Road along the coast and the escarpment, or by sea to Tobruk, is not known; but Cyrene and Apollonia successfully beat it off. The next Pharaoh of Egypt was so impressed that he married a lady of Battus' house. The dynasty thus honored lasted until 450 B.C. Then came a republic, which, as forms of government seem to do, went 'round the vicious circle to dictatorship. The last dictator left the country in his will to Rome; and in 56 B.C. men from Italy first appeared on Libyan soil. That was the year before Julius Caesar carried his legions across to Britain, for his first autumn raid.

However, by the time the Romans came Cyrene was already in its decline. Its population was well below the 100,000 which it had known in its heyday. Apollonia, and Berenice, the modern Bengasi, were now the centers of Cyrenaica's life and trade. The final blow to the historic Greek colony came with the revolt of its Jewish population in 115 A.D. The repressive measures which the imperial government adopted against this section of the populace broke the remaining prosperity of the district, and when the wave of the Arab conquest swept through Libya in 641 A.D., Cyrene was well on the way to becoming the heap of ruins on which Marshal Balbo gazed until his 'plane crashed at Tobruk.

Dates and epochs are not so interesting as personalities, and Cyrene stands second only to Alexandria for the gifts she has made to the "honors lists" of history and literature. The city numbered among her famous citizens Callimachus the poet, Eratosthenes the geographer, and Aristippus the philosopher, who sniffed at virtue.

But the most famous Cyrenian was neither philosopher nor poet. In fact we do not know what he was, except that he was a Jew. The Jews favored North Africa. They comprised a third of the population of Alexandria, and were in very large numbers in the towns of Libya. Just over nineteen hundred years ago, one of the Jews of Cyrene went to Jerusalem, and became involved in one of the best known stories of all time. In the Gospel of Saint Matthew we read, "And as they came out they found a man of Cyrene, Simon by name. Him they compelled to bear his cross." Around the incident it is possible to indulge a little in the fascinating game of historical guessing. Who was Simon? Probably a business man

who had come to Jerusalem for the Pass-over feast, for which the Jews, scattered through the world of Greece and Rome, toiled and saved. The one visit to Jerusalem was like the Moslem's trip to Mecca. What happened to Simon? The horrible experience would have been a tragedy to him. Defiled by the touch of the Roman cross, he would have been able to take no part in the feast. His long journey was wasted. But did Simon become a disciple of the One whose cross he carried? When Mark tells the same story, he mentions Rufus and Alexander as Simon's sons. Paul also mentions a Rufus and a Simon who may have been the same, and Luke speaks of men from Cyrene preaching in far away Antioch. It really seems that the tradition is true, and that the sequel to the dramatic incident was the founding of a Christian church in Cyrene.

The folk of Cyrene seem to have been great travellers. We hear of them, as we have said, in Jerusalem, Antioch, and Rome. It was in Egypt that Eratosthenes, Cyrene's geographer, made the calculations which led him in 250 B. C. to the approximately correct figure for the circumference of the earth. He measured the elevation of the sun at Syene and Alexandria, and worked on this figure from the angles of the triangle he thus created.

And so we see that General Wavell's armored columns raised storied dust. Somewhere on the Bengasi coast is the dust of legend, too; for it was here or hereabouts, in the vague geography of myth, that the lovely gardens of the Hesperides were situated. The Army of the Nile probably did not look for them. Beyond lies the barren desert beaten by the seas most dreaded for their shoals and blazing heat by the mariners of the ancient Mediterranean. They built no ports in the great square bay. The very absence of remains of Phoenician, Greek, and Roman life and business along all this barren coast is indication in itself that new problems now confront the victors.

LEAGUE OFFICERS FOR 1941-42

The officers of the American Classical League for the year 1941-42 are as follows: Honorary President, Andrew F. West, Princeton University; President, B. L. Ullman, University of Chicago; Vice-Presidents, Anna P. MacVay, of Athens, Ohio, Charles E. Little, of Peabody College for Teachers, Nashville, Tenn., Richard M. Gummere, of Harvard University, and Laura B. Woodruff, of Oak Park, Ill.; Secretary-Treasurer, Rollin H. Tanner, New York University; Director of the Service Bureau and Business Manager of THE CLASSICAL OUTLOOK, Dorothy Park Latta, New York City; Editor of THE CLASSICAL OUTLOOK, Lillian B. Lawler, Hunter College;

Elective Members of the Council, Victor D. Hill, of Ohio University, Athens, Ohio, Russel M. Geer, of Tulane University, New Orleans, La., Mildred Dean, of Coolidge High School, Washington, D.C., Fred S. Dunham, of the University of Michigan, John W. Spaeth, Jr., of Wesleyan University, Middletown, Conn., and Walter R. Agard, of the University of Wisconsin; Members of the Executive Committee, the President, the Secretary-Treasurer, and Lillian Gay Berry, of the University of Indiana, W. L. Carr, of Colby College, Waterville, Maine, George A. Land, of the Newton High School, Newtonville, Mass., and Claire Thursby, of the University High School, Oakland, Cal.; Members of the Finance Committee, the President, the Secretary-Treasurer, and Edna White, of Dickinson High School, Jersey City, N. J. Members of the Council *ex officio*, the Editor of THE CLASSICAL OUTLOOK, the Director of the Service Bureau, M. Julia Bentley of Hughes High School, Cincinnati, Ohio, and Helen Dean of Lewis and Clark High School, Spokane, Wash. In addition, there are fourteen other members of the League Council, elected by various classical organizations as their representatives.

AMERICAN CLASSICAL LEAGUE REPORTS OF OFFICERS

REPORT OF THE PRESIDENT

THE SECRETARY'S REPORT again shows a gain in membership, although some comparable organizations show a loss. The gain in the membership of the Junior Classical League can only be regarded as phenomenal. A year ago we had an increase of over 30%, this year of about 35%—in two years of about 80%.

THE CLASSICAL OUTLOOK has been stabilized. Its quality remains high; its size exceeded by nine pages this year the minimum of 64 pages of reading matter established two years ago. Its appearance also has been greatly improved.

Your President has been anxious to have as many members of the Council as possible take an active part in the affairs of the League; hence the additional meetings whenever it seemed possible to get a fair attendance. Since the last annual meeting two meetings have been held, at Milwaukee and Baltimore.

Conservative budgeting has led to a considerable profit on the year's business, due largely to the sale of materials and the increase of the Junior Classical League; but this profit may be largely used up by the unfortunate emergency created by the necessity of moving the League's headquarters.

After a very slow start, one of the President's chief concerns, the Public Relations Committee, is now under way.

The Language-Centered Curriculum, which was discussed at the Boston meeting, may become an important League activity, although it is still too early to make a definite statement about it.

In October, 1940, your President chanced to be in New York and acted as the League's representative (without cost to the League) at the inauguration of George N. Shuster as president of Hunter College.

B. L. Ullman, President

REPORT OF THE SECRETARY FOR THE YEAR MAY 1, 1940 — MAY 1, 1941

Comparative Membership Table

	May 1, 1941	May 1, 1940	Increase
Annual	3922	3838	84
Life	125	125	0
Supporting	32	31	1
Patrons	3	4	—1
Totals	4082	3998	84

Increases in membership are shown by 22 states, decreases by 21, the same membership by 6. The largest increases are in Illinois (34), Indiana (22), Kansas (18), Wisconsin (17), New Jersey (14), California (14), and Missouri (11). The only states which have lost more than 10 members are Mississippi (16), Pennsylvania (12), and South Dakota (11).

Membership in the Junior Classical League has increased from 8,961 to 12,400. We now have 490 chapters, including one in Hawaii.

The arrangement for combination offers carrying membership in two organizations and subscriptions to two journals at \$2.70 has been operating successfully again this year. During the year, 1955 persons took advantage of the combination offers, as against 1840 in the year before.

REPORT OF THE TREASURER FOR THE YEAR MAY 1, 1940 — MAY 1, 1941

Current Funds

Receipts

Balance, May 1, 1940	\$1218.89
Membership Fees	3957.48
Junior Classical League (net)	1506.44
Sale of Service Bureau Materials (net)	3484.66
Advertising	635.96
Interest	1.91

Total \$10805.34

Disbursements

Clerical Help	\$4680.50
The Classical Outlook	1369.90
Postage	750.40
Printing and Stationery	349.09
All Other Items	626.37
To Life Fund	312.50
Balance, May 1, 1941	2716.62

Total \$10,805.34

Balance in Endowment Funds \$ 3,689.13
—Rollin H. Tanner, Secretary-Treasurer

REPORT OF THE DIRECTOR OF THE SERVICE
BUREAU AND BUSINESS MANAGER OF THE
CLASSICAL OUTLOOK

The year 1940-41 was most successful. More material was sold to teachers this year than ever before and again lists were sent in two mailings of approximately 20,000 each, and one of 4,000. Many letters of inquiry and calls for help on specific problems of teachers have been answered. The addition of new material was publicized by lists and in the Service Bureau columns in THE CLASSICAL OUTLOOK. Teachers and groups of students continue to use the facilities of the Bureau. The Junior Classical League, which is under the Director's care, has grown to 12,400 active members. Two mailings a year to the chapters result in a checking of active members and a report on the activities of the chapters, which are written up in THE CLASSICAL OUTLOOK each year. Two state organizations of the Junior Classical League are under way in Texas and North Carolina.

As Business Manager of THE CLASSICAL OUTLOOK, the undersigned made a special effort during the year to get an accurate list of teachers for membership mailings. More advertising was contracted for than was budgeted. Next year's supply of paper is on hand.

—Dorothy Park Latta,

Director and Business Manager

REPORT OF THE EDITOR OF THE CLASSICAL
OUTLOOK

The fifth volume of THE CLASSICAL OUTLOOK (Volume XVIII of the continued LATIN NOTES series) comprised 84 pages, of which 11 pages were devoted to advertising. During the year a new format, with accompanying changes in type, was adopted. The substitution of a three-column page for a two-column page proved distinctly advantageous. Contributors during the year numbered 89—an all-time "high." They represented 26 states, as well as the District of Columbia, Canada, and New Zealand. Articles have come in, in flattering abundance, and in fact enough of them are on hand to run the OUTLOOK for three years. The Editors continue, however, to seek for and to welcome good articles from all parts of the country. The name of the "Have You Tried This?" department has been changed to "Vox Magistri." To this department in-service teachers have contributed in large numbers.

With the close of the year, the OUTLOOK lost from its immediate family circle Professor W. L. Carr, who has accepted a professorship at Colby College. Professor Carr will, however, continue as Associate Editor *in absentia*, and will advise and help from the Ultima Thule of Maine. With this assurance, the OUTLOOK gazes with fewer qualms into the coming year.

—Lillian B. Lawler, Editor

BOOK NOTES

Note: Books reviewed here are not sold by the American Classical League. Persons interested in them should communicate directly with the publishers. Only books already published, and only books which have been sent in specifically for review, are mentioned in this department.

Greece and the Greeks. By Walter Miller. New York: The Macmillan Co., 1941. Pp. xiv + 508. \$3.00.

Those who have watched Walter Miller move audiences of laymen to spell-bound silence, or even to tears, will expect his *Greece and the Greeks* to be a beautifully written book; and they will not be disappointed. The author's deep love for Greece and things Greek, as well as his fine prose style, makes the book a memorable one. Under the general headings of "Greece Yesterday and Today," "Home Life of the Ancient Greeks," "Public Life of the Ancient Greeks," and "Literature and Art," it covers the major aspects of Greek civilization. One might wish that Professor Miller's love for the modern Greeks had not set him to looking for Lysippian physiqués among them (pp. 20-23); but in general one welcomes the sections devoted to modern Greece. One notes the new emphasis on the Nike of Paionius as "the one and only undisputed masterpiece from an undisputed Greek master's hand" (p. 431), although the recent studies on the Praxitelean Hermes are relegated to the briefest of notes in the back of the book. *Greece and the Greeks* was written as a companion volume to Showerman's *Rome and the Romans*, and therefore primarily for the secondary school; however, the book is also eminently suitable for use in the college class or library. Well printed, on good paper, exceptionally well illustrated, it has but one minor physical fault: it is a little heavy to hold. —L. B. L.

Daily Life in Ancient Rome. By Jérôme Carcopino. New Haven: Yale University Press, 1940. Pp. xv+342. \$4.00.

The author of this book in his preface confines the range of his material to the period from the end of the reign of Claudius to that of the Antonines because this period is fuller of archaeological evidence and that of literature. He further confines his material to the life of a Roman in the towns, not in the country, and includes in this life, the setting, the social life, the thought and sentiment of the times. The style is vivid and sparkling. Part I is devoted to "The Physical and Moral Background of Roman Life," Part II to "The Day's Routine;" many chapters under these headings include much interesting detail that is not easily available to the teacher and pupil elsewhere. A few of the author's deductions from the facts might be questioned but on the

whole the book is sound and scholarly. Misprints are few but one will be amusing to readers: "by the word and by the pen" as a translation of *ense et stylo* (p. 9). Illustrations and plans are clear, interesting, and adequate though more would be appreciated. This book would be useful on the shelves of the school library for reference work for the classroom, Latin club programs, and projects. — D. P. L.



MATERIALS

The firm of William Salloch, of 344 East 17th St., New York City, makes a specialty of "the ancient world in books." Lists of books on classical subjects available at reduced prices may be obtained on request.

A. Bruderhausen, of 122 Ridgewood Ave., Yonkers, N. Y., announces temporary suspension of sales of illustrative material for teachers of the classics, since most of his material comes from abroad. When importation can be resumed, a new list of material will be prepared. Meanwhile, orders for his "Roman Camp" and "Roman Turret" are being filed as received, and customers will be notified when they can be supplied.

Notes And Notices

OFFICERS of the Classical Association of the Middle West and South for 1941-42 are: President, E. K. Turner, of Emory University; first Vice-President, Eva Newman, of the College of Wooster; Secretary-Treasurer, Fred S. Dunham, of the University of Michigan; Editor, Eugene Tavenner, Washington University, St. Louis. Features of the annual meeting of the Association were two round tables over radio stations WIBC and WFBM. The theme of both programs was "The Debt of Western Civilization to Greece and Rome." Professor Jonah W. D. Skiles, of Westminster College, Fulton, Mo., arranged and directed both programs, and acted as chairman of both panels.

Officers of the Classical Association of the Atlantic States for 1941-42 are: President, Moses Hadas, of Columbia University; Vice-Presidents, Edna White, of Dickinson High School, Jersey City, N. J., and Juanita M. Downes, of Cheltenham High School, Elkins Park, Pa.; Secretary-Treasurer, John F. Gummere, of William Penn Charter School, Philadelphia; Editor, James Stinchcomb, University of Pittsburgh.

Officers of the Classical Association of New England for 1941-42 are: President, George H. Chase, of Harvard University; Vice-President, Anna T. Doyle, High School, Meriden, Conn.; Secretary-Treas-

urer, John W. Spaeth, Jr., of Wesleyan University; Representative to the American Classical League, George A. Land, High School, Newtonville, Mass.

The First Classical Conference of the Classical Association of Virginia was held at Randolph-Macon Woman's College on May 10, 1941. There was a morning and an afternoon session for the reading of papers, philological and archaeological. A second meeting of the Association is held annually in the autumn at Richmond. The purpose of the Conference, this year inaugurated, is to grant an opportunity to its members for the reading of papers. The Richmond meeting is confined to professional and business matters.

Randolph-Macon Woman's College presented Euripides' *Bacchae* in Greek on May 10, 1941, under the direction of Professor Mabel K. Whiteside. It was Randolph-Macon's twenty-seventh annual production of a play in Greek.

Students of Fordham University, New York City, celebrated the centennial of their university with a performance in Greek of Sophocles' *Oedipus Tyrannus*, on May 9, 10, and 11, 1941. The director was Rev. William F. Lynch, S.J.

Cedar Crest College, Allentown, Pa., presented, as its seventeenth consecutive performance of a Greek play in English, the *Iphigenia in Tauris* of Euripides. The performance was given June 5 and 6, 1941, in the outdoor theater of the college.

Aristophanes' *Peace*, in abridged form, was presented in Greek on the Swarthmore College campus on May 17, 1941, by students and faculty members of Swarthmore and Haverford Colleges.

St. Isaac Jogues College, at Wernersville, Pa., presented a Vergilian Symposium on April 20, 1941. Sixteen distinguished guest objectors from colleges and universities in the East questioned the four candidates on the major works of Vergil.

"The Languages in General Education," a paper read by President B. L. Ullman at the Seventh Annual Foreign Language Conference of New York University, was published in School and Society for May 10, 1941. The paper, with its advocacy of a "language core curriculum," attracted wide attention among educators and laymen alike.

Eta Sigma Phi, honorary classical fraternity, has announced a national essay contest, open to any student in a four-year college who is currently taking one or more courses in Latin or Greek. The essay must contain 1500-2000 words; the topic for 1941-42 is "The Value to Students of Milton's *Paradise Lost* of Having Studied Vergil's *Aeneid*." Prizes will be three—\$100, \$50, and \$25, cash. The contest will close March 1, 1942. Full information may be obtained from Mary K. Brokaw, Ohio University, Athens, Ohio.

WHAT IS IT?

Solution

The inscription is English, not Latin, and should be read, "To tie mules to."

Teachers who use Latin conversation in their classes, or who supervise a Latin newspaper, will be interested to learn that the October-November, 1941, number of *Auxilium Latinum* contains a Latin vocabulary on the telephone. This continues the series of vocabularies on modern subjects which have been appearing in the magazine; previous issues have featured vocabularies for football, radio, baseball, railroads, etc.



The following new material is now available from the Service Bureau.

THE LATIN CLUB — BULLETIN XII

The fifth edition, completely revised and enlarged, of Dr. Lillian B. Lawler's outstanding handbook on the Latin Club. This book contains invaluable information on every phase of club activity with new sections devoted to radio programs, style shows, yells and songs, operas and operettas, tournaments, Greek clubs, the Junior Classical League, and so forth. Price, 50c.

MNEMOSYNE AND THE MUSES

A Drama in Verse in One Act

By Anna P. MacVay

This play was produced by members of Miss MacVay's classes at Wadleigh High School, New York City. It interested not only the students of Latin but those of English and history as well. The play deals with Mnemosyne and her daughters, the Muses, who tell of the various authors, poets, dramatists, historians, etc., who worked under the Muses' inspiration. Price, 20c.; ten copies, \$1.50.

A LATIN BIRTHDAY BOOK

Prepared by Marguerite Kretschmer

Carefully selected quotations in prose and verse for every day of the year, compiled from Vergil, Horace, Cicero, Seneca, Dionysius Cato, and others. Both Roman and modern dating throughout. Blank spaces for signatures. Full translation on reverse of each page. Attractively bound in cloth, light blue cover with silver lettering. Price, \$1.25.

CANEMUS — GROUP II

By Julia B. Wood

Miss Wood has gathered together a second group of Latin songs with music as charming as her first collection (35c.). Several of these have settings composed by

Miss Wood. In addition to the songs there is information on ancient music, rhythm, and verse; also an extensive bibliography on the music of the Greeks and Romans is included. The following songs are included: "The Season's Greetings," "Sanctus Es Tu," "Martialis Rufo Sal.," "A Christmas Reminder," "O Parve Vice Bethlehem," "Sursum, Dilecta," "Hymn to Calliope," "Duc, Alma Lux," "A Roman Bo-Peep," "Si Habere Pinnas," "Ovid, Amores I. 15, 1-8." Price, 70c. If ordered with Group I, \$1.00 for the two.

LARGE COLORFUL WALL POSTERS

New Posters

Set III (19" x 25")

Miss Frances E. Sabin has given permission for the following posters to be printed from her book *The Relation of Latin to Practical Life*. The book may be purchased from Miss Sabin, Hendersonville, N. C., for \$2.00.

1. *Latin is the Basis of Spanish, Italian, and French.* Columns of words follow under this heading. Printed in red, green, and black.
2. *Legal Terms.* Several legal terms and their English meanings are printed in red, black, and bright blue.
3. *Latin Phrases in Common Use.* These phrases and their English translations are printed in red, black, and bright blue.

The Three Posters, \$1.00 — Any Two Posters, 75c. — Single Posters, 40c.

Previously Published

Set II (19" x 25")

1. *Preamble to the Constitution.* This striking poster illustrates the dependence of the English language on words of Latin origin. The words of Latin derivation are printed in red and the remainder in black.
2. *Skeleton Chart* shows the value of Greek and Latin to an understanding of physiology. The title is "Latin and Greek Serve as a Key to the Names of the More than 200 Bones in Your Body." In the center is a skeleton in black. Names of the principal bones are in red.
3. *Dictionary Chart.* This poster is printed in red, green, and black. It portrays, by a picture of an open dictionary, the percentages of English words of Latin and Greek origin. The Three Posters, \$1.00—Any Two Posters, 75c.—Single Posters, 40c.

The Pledge to the Flag in Latin (17" x 23"). A translation of the official version. An attractive wall poster in red, white, and blue. The Pledge is printed in black beneath a large American Flag. Price, 40c.

THE 1942 LATIN CALENDAR

The 1942 wall calendar is 16 x 22 inches in size, printed on ivory paper with a matching spiral binding. As in our previous calendars, both the ancient and

modern systems of numbering are used. Borders and Latin quotations are printed in color. The large, clear illustrations will make a splendid addition to your picture collection.

The price of the 1942 calendar is \$1.00 postpaid. The slight rise in price is due to the increased cost of paper, printing, and binding.

CUT-OUT MODEL OF A ROMAN KITCHEN

A cardboard reproduction of one of a series of six Roman models on display in the Service Bureau. The Roman kitchen when assembled measures approximately 17½" x 13" x 14" high. It comes in a single, flat sheet, and the various pieces are to be cut out, folded, and glued together. Simple directions for assembling and coloring certain parts (the larger surfaces are already colored) are included. Dimensions for the construction of the walls of the room in which the cut-out pieces are to be placed are given in the directions. Price, 75c.

LATIN AND GREEK CHRISTMAS CARDS

- (A) A green pine branch with brown cones, tied with a white fillet, is shown against a red background. The custom of using green branches at Saturnalia and New Year's time inspired this card. The inside of the card carries the holiday cry, "Io Saturnalia". Envelopes to match.
- (B) A kneeling woman in medieval dress carries a branched candlestick. The inside of the card contains three stanzas of a medieval Christmas carol in Latin. Colors, red, black, and white. Envelopes to match.
- (C) The figures of the Mother and Child are silhouetted in gold and black against a blue background. The first stanza of "Silent Night" translated into Greek is printed on the inside. Envelopes to match.
- (D) Last year's Roman lamp card has been reprinted by popular demand. This card shows a Roman lamp in black and gold on a green background. The inside carries a Latin greeting for the holidays and the New Year. Envelopes to match.

Prices, any card:—10 for 60c.; 25 for \$1.25; 50 for \$2.25; 100 for \$4.00. N. B. 25c. extra for printing name.

RECORDINGS OF RADIO PROGRAMS

Under the auspices of the New York Classical Club a series of programs by high school groups on the subject of Latin and Modern Life was presented over station WNYC last year. These programs were recorded by Mr. Morris Diamond, of Townsend Harris High School, who has consented to make these interesting programs available to teachers over the country through the American Classical League Service Bureau. They should be valuable for classroom use, for assembly

programs, and for suggestions for radio programs.

The complete set contains twelve records, eight programs. The following information is valuable and should be noted.

1. These records are Bond-Base and will not break if dropped.
2. They must be played on a modern radio-phonograph, electric record player, phono-amplifier system, or any reproducer using radio tubes and a light pick-up.
3. Because of the modern design of these ten-inch records, they give as much playing time as the average twelve-inch record, i.e., almost five minutes.
4. Each set of three records has two complete fifteen minute programs exactly as broadcast.
5. To help protect the record a special "shadowgraphed" needle should be used. We provide one free with each record, which is good for six to eight playings. Extra needles are one-half cent each if unobtainable in your vicinity.

Set I.

- A. Townsend Harris High School. 1. "Gaudeamus Igitur." 2. "Cabbages and Kings," an etymological study presented in a novel manner. 3. "America" in Latin. 4. "The Haunted House of Athens," adapted from Pliny. 5. "Gaudeamus Igitur."
- B. Cathedral High School (Parochial). 1. "Gaudeamus Igitur." 2. "Latin in the News:" a. "Libya in ancient history and mythology." b. "St. Patrick: Who was he?" 3. Word of the Week: *Candidate*. 4. "Beloved of Apollo," an original play. 5. Word Study: *Baccalaureate*. 6. "Ave Maria."

Set II.

- A. Boys' High School. 1. "Gaudeamus Igitur." 2. Word Study: Latin in Finance. 3. "The Twin Gladiators," a play. 4. "Latin in Music," the musical scale as found in a "Hymn to St. John." 5. "Gaudeamus Igitur."
- B. William Cullen Bryant High School. 1. "Gaudeamus Igitur." 2. Word of the Week: *Gaudy*. 3. "Latin in the News:" A trip through Turkey, with allusions to many historical and mythological persons and events. 4. "Frère Jacques" in Latin. 5. "A Day without Latin," a play. 6. "Gaudeamus Igitur."

Set III.

- A. Hunter College High School. 1. "Gaudeamus Igitur." 2. "From the *Aeneid*," a dramatized story of the Trojan Horse adapted from Book II, 13-198. 3. A Verse-Speaking Choir: A reading from the *Aeneid*. 4. "America" in Latin.

- B. John J. Pershing Junior High School. 1. "Gaudeamus Igitur." 2. "Latin in the News": Winston Churchill compared with Scipio Africanus. 3. Word of the Week: *Subjugate*. 4. "Panis Angelicus" by Franck. 5. Word Study, in the form of a quiz, combined with Latin "tall" stories. 6. Mythology Game: A Quiz. 7. "English Slang Derived from Latin." 8. "Gaudeamus Igitur."

Set IV.

- A. Samuel Tilden High School. 1. "Gaudeamus Igitur." 2. "Latin in the News": Historical and mythological allusions in newspaper cartoons. 3. Word Study, based on current events. 4. "Integer Vitae." 5. Word of the Week: *Rostra*. 6. A Sixteenth Century Student Song. 7. Celebration of the 2693rd Anniversary of the Founding of Rome on April 21st—"A Trip Through Roman History," with sound effects. 8. "Duc, Duc Remos, Duc."
- B. Grover Cleveland High School. A fifteen minute discussion by three members of the faculty concerning Latin in the secondary schools. The following are a few of the topics discussed in the complete broadcast: 1. "Classical Culture Is Necessary in a Democracy." 2. "Classics, an Invaluable Aid to Clear Thinking." 3. "Latin Words in English." 4. "The Debt to Latin of English Prose and Poetry."

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